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Culturally deprived children in Target Area schools need a curriculum which is related to their experience and is adapted to their specific needs. Elementary school children need instruction in such basic areas as toilet training, speech, and getting along with others. Lower class junior high students find the pressures of a competitive mixed-class school extremely frustrating. High school students fail to see any relationship between their education and life as they live it or the future as they see it.

To deal with these problems, a curriculum committee will be developed at an elementary school, a junior high school, and a senior high school. The committee chosen by the faculty will consist of 50% school personnel, 25% neighborhood agency personnel, and 25% neighborhood residents. The committee will review changes to be tried, develop materials needed to accompany these changes, develop guidelines for planning curriculum and techniques for other schools, and publish curriculum findings and new materials.

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CURRICULUM DEVELOPMENT FOR TARGET AREA SCHOOLS

Sponsored Jointly By

THE MINNEAPOLIS PUBLIC SCHOOLS

and

THE YOUTH DEVELOPMENT PROJECT OF

THE COMMUNITY HEALTH AND WELFARE COUNCIL OF HENNEPIN COUNTY, INC.

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CURRICULUM DEVELOPMENT FOR TARGET AREA SCHOOLS

Problem

Target Area children have special educational needs. This is illustrated by: Kindergarten children entering school without learning to talk with adults, without toilet training, unable to work in a group without fighting and little or no background of seeing and doing in the community. Elementary school children who have slower development in "language patterning," who come to school without parental support for education, who drop progressively further behind in reading skills, who have very little if any reading material in the home, who have only seen disorganized or broken family patterns, who have never eaten a meal with a family seated around a table--these are children to whom the life presented in their reading books represents a foreign culture.

Junior high school students who must move from the relative security of a lower-class elementary school to the competitive atmosphere of a mixed-class junior high school, this move is made during the stress of adjustment to adolescence and the pressure for peer group compliance and acceptance.

High school students from lower-class neighborhoods who must adjust to a greater community that tells them in many ways that "you can't get anyplace without a colledge education." Students who see little or no relationship between what they are exposed to in school and life as they live it or the future as they see it. Students who see as a reality dropping out of school at age sixteen and getting a job or just hanging around.

Program

As an outgrowth of the in-service faculty sessions and the "Training Center" course on understanding the deprived child a curriculum committee will be developed at one elementary school, one junior high school and

one senior high school. The curriculum committee will be selected by the faculty as a group that can represent them in curriculum development. Appropriate curriculum consultants will be selected by the superintendent.

In addition to the faculty members selected for this committee, both representatives from neighborhood agencies and indigenous personnel will be selected. These representatives will be selected in the proportion of one-half school personnel, one-fourth agency personnel, and one-fourth indigenous personnel. The agency and indigenous personnel will be selected for their knowledge of the neighborhood and their interest in school. This group will be used in an advisory capacity by the school committee, meeting regularly and on call with the school committee.

The curriculum committees will:

1. Develop curriculum changes or modifications to be tried at that school during the next school year.
2. Develop curriculum materials needed to accompany the recommended modifications.
3. Develop guidelines for planning curriculum for other schools. Guidelines to include techniques for working with agency and indigenous personnel.
4. Prepare quarterly reports to be presented to the Curriculum Coordinating Council.
5. Publish techniques used in working with neighborhood agency and indigenous personnel.
6. Publish curriculum findings and new materials.

When other faculty members, other consultants from the Central Office, curriculum experts from the University of Minnesota, or other consultants are needed and available, they will be utilized by this special curriculum

committee.

Rationale

The planned curriculum development will increase the capability of each Target Area school to offer the most meaningful education to each of its students. Student frustrations will be reduced as school activities meet their needs and they are able to succeed in school.

Faculty awareness of the problems faced by their students will be increased as the faculty studies its students and develops curriculum for them.

Administration

The Junior High School Curriculum Development Program will provide building space for the establishment of a curriculum planning center. This curriculum planning center will provide space for committee meetings, storage of curriculum materials and for the development of curriculum materials. The curriculum planning center will also be used by the reading teams who are developing reading materials in the elementary schools and the three junior high school teaching teams.

The curriculum committees selected by their faculties will need to be available to work during the summer. This selected curriculum committee would work for half-days six weeks during the summer. They would be paid at the same rate as summer school teachers.

The faculties of each of the three schools will select six faculty members to represent their school. One curriculum consultant representing the Central Advisory Committee will be selected by the superintendent.

Consultants from the University of Minnesota and other cities may be brought in when their special talents can assist the committees.

Selective use of curriculum modifications and curriculum materials

in selected buildings will be used for evaluation purposes. Evaluation will be developed and coordinated with the research departments of the Y.D.P., Minneapolis Public Schools and the University of Minnesota.